

COMMON SCHOOL ADVOCATE.

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MATHEMATICS

DESIGNED FOR SCHOOLS, ACADEMIES, AND COLLEGES.

RAY'S LITTLE ARITHMETIC for young children, prepared for the Eclectic Series, and designed to precede the Eclectic Arithmetic. This little book is ingeniously adapted to the capacities of very young learners.

RAY'S ECLECTIC ARITHMETIC, on the inductive and analytic method of instruction. Designed for Common Schools, Academies and Colleges. By Joseph Ray, Professor of Mathematics in Woodward College, and late teacher of Arithmetic in Woodward High School.

Ray's Arithmetical Course has many and great excellencies. The pupil is led, step by step, from the most simple to the more difficult properties of numbers, in an easy, gradual and thorough manner. Simplicity, clearness, conciseness and completeness are excellencies more perfect in his arithmetics, than in other similar works extant. They are therefore confidently recommended as much better adapted to prepare any pupil for the common business of life, or for the study of Algebra and the higher branches of mathematics, than other works offered to the American public.

Extract from the Preface to the English edition of Professor Mahan's Treatise on Civil Engineering.

"As the Author frequently receives letters from persons about commencing the study of Civil Engineering, asking his counsel both as to the best course to be pursued, and the best works to be studied, he would in this place respectfully offer the following remarks. A thorough acquaintance with the Mathematics the author considers as indispensable to a successful pursuit of this profession; without this essential ground work, he confesses that he is entirely at a loss to conceive how any sound acquirement, other than a few mechanical rules, acquired in the routine of practice, can be made in it. Without wishing to prejudice the works of others, the author would call attention to the *very complete course of Mathematics of Professor Davies, late Professor of Mathematics in the Military Academy*, as the best that has fallen under his observation in the English language. The great success of this gentleman, as a teacher, is alone a sufficient guarantee of the excellence of his works, in the arrangement of which, moreover, he has followed the best of Mathematical Schools, the French."

DAVIES' FIRST LESSONS IN GEOMETRY.—(IN PRESS.)

This work is divided into three parts. I. Familiar explanations of the properties of all Geometrical figures.—II. Practical Geometry, or the construction of the Geometrical figures, and the rules for drawing them.—III. Application of Geometry to the Mensuration of Surfaces and Solidity—embracing a great variety of practical questions.

The design is two-fold. First, To supply the Schools with an elementary work in Geometry, in which the properties of the figures are clearly explained and illustrated by diagrams. Secondly, To furnish a work of a practical character, embracing the various application of Geometry.

DAVIES' FIRST LESSONS IN ALGEBRA.

This work is an introduction to the science. Its object is to form a connecting link between *Arithmetic* and *Algebra*, to unite and blend, as far as possible, the reasoning in numbers with the more abstruse methods of Analysis. It should follow *Ray's Eclectic Arithmetic*, and serve as an introduction to Bourdon's Algebra. It has received much favor from the public, and has, in a few months, attained a wide circulation.

DAVIES' BOURDON'S ALGEBRA.

This is an abridgement of the work of *M. Bourdon*, with the addition of practical examples. The Treatise on Algebra, by Bourdon, is a work of singular excellence and merit. In France, it is one of the leading text books, and shortly after its publication, had passed through several editions. It has been translated in part by Professor de Morgan, of the London University, and is now used in the Universities of Oxford and Cambridge.

DAVIES' LEGENDRE'S GEOMETRY & TRIGONOMETRY.

This is an abridgement of the work of *M. Legendre*, with the addition of a Treatise on Mensuration of Planes and Solids, and a table of Logarithms and Logarithmic Sines. The work has passed through several editions since its publication in 1834, and is becoming a general text book in the seminaries of the country.

DAVIES' ELEMENTS OF SURVEYING.

This work contains a description and plates of the Theodolite, Compass, Plane Table and Level; also, Maps of Topographical Signs adopted by the Engineer Department, and an explanation of the method of surveying the public lands. It has been the intention in this work to begin with the very elements of the subject, and to combine those elements in the simplest manner, so as to render the higher branches of plane surveying comparatively easy. All the instruments needed for plotting have been carefully described; and the uses of those required for the measurement of angles are fully explained.

DAVIES' ANALYTICAL GEOMETRY.

Embracing the Equations of the Point and Straight Line—a System of Conic Sections—the Equations of the Line and Plane in Space:—Also, the discussion of the General Equation of the Second Degree, and of Surfaces of the Second Order. For about eighteen years the subject of Analytical Geometry has been made a part of the course of Mathematics pursued at the Military Academy, and the methods which have been adopted in the present work, are those which have been taught with the greatest success.

DAVIES' DESCRIPTIVE GEOMETRY AND SPHERICAL PROJECTIONS.

The intimate connexion which this subject has with Civil Engineering and Architecture, render its acquisition desirable to those who devote themselves to these pursuits.

DAVIES' DIFFERENTIAL AND INTEGRAL CALCULUS.

Embracing the Rectification and Quadrature of Curves, the Mensuration of Surface, and the Cubature of Solids. This branch is justly considered the most difficult of the pure Mathematics. It has been the intention, however, to render the subject as plain as the nature of it would admit.

DAVIES' SHADES, SHADOWS & LINEAR PERSPECTIVE.

The subjects treated of in this work are certainly useful. To the Architect and Draftsman a knowledge of them is indispensable.

It has been the intention of Prof. Davies in this course, to unite the analytical system of the French, with the practical methods of the English school. These works embrace the entire course of Mathematics pursued at the United States Military Academy. They have also been adopted by many of the Colleges, as regular Text Books, and are likewise extensively used in Select Schools and Academies. Numerous recommendations of these works have been received from professional men in all parts of the United States.

The friends of thorough education will be pleased to learn that all the above works can be had in quantities at the publisher's wholesale prices, at the Eclectic School Book Depository, 154 Main Street, Cincinnati, of

TRUMAN & SMITH.

ON TEACHING ARITHMETIC.

NOTATION AND NUMERATION.

We now proceed to make some suggestions on the method of teaching Arithmetic on the slate, or *Written Arithmetic*, as it is called by some, to distinguish it from *Mental Arithmetic*.

The subject of this article is of the highest importance to the scholar. Unless it is properly understood there can be no solid progress afterwards, and the teacher should spare no pains to make the pupil thoroughly acquainted with it. We shall say some things in this article that it is not necessary should be taught to scholars; indeed we feel assured that any pupil, with a little assistance, will understand the subject, who has carefully studied the article on Notation and Numeration in the Eclectic Arithmetic, to which we refer, as containing a plain and satisfactory explanation of this subject.

Here we would observe that we call this fundamental part of Arithmetic, *Notation and Numeration*, and not Numeration simply, as is done in many Arithmetics. It is important that the scholar should understand the difference between them, for be assured if he does not, he will never understand either of them. Now we can give no better definition of either of these words than that contained in the Eclectic Arithmetic, and to that we must refer. Suppose, now, that we have a class of small scholars to whom we wish to teach Notation and Numeration, and we will suppose them entirely unacquainted with either, even the meaning of the words. We may commence by requesting the learner to count his fingers, and say one, two, three, &c. which are words that denote the aggregate of units in each case, and these words are called numbers.

We may then ask the child if he has any mark that he can make that will denote the number 1, &c. if he has he may make it, thus 1; we may next inquire whether he has any marks that will denote the numbers, two, three, &c. If he knows the figures that represent these numbers, let him make them, thus, 2, 3, &c. If he does not know the figures that denote the numbers as far as ten, let the teacher write them down, thus: *Numbers*.—one, two, three, four, five, six. *Figures*.—1, 2, 3, 4, 5, 6. &c. after having proceeded thus far, the teacher may explain to him very clearly what is meant by Notation and Numeration, thus: when we make a character called a figure to denote four apples, we make it, 4; this is called Notation; it is the making figures characters that stand for numbers; numbers being words that denote a unit or a collection of units.

When we ask a scholar what the figure 6 stands for, and he informs us it stands for the number six, this is numeration; it is merely telling what number the figure represents. From this it is easily seen that Notation and Numeration are precisely the

reverse of each other. *Notation teaches us how to express words called numbers in figures, and Numeration teaches how to express figures in words called numbers.*

The pupil should be taught, (what the writer has found some tolerably well educated people did not know,) the difference between numbers and figures. Numbers are words that signify a unit, that is one, or a collection of units; thus the words, One, Two, Three, Four, &c. are numbers.

Figures are marks or characters that stand for numbers, thus the characters 1, 2, 3, &c. are merely marks that denote the numbers one, two, three, &c. We have thus in a brief manner attempted to explain the method of proceeding in teaching notation and numeration, as high as ten. In our next article we shall proceed with the method of writing and reading numbers higher than nine.

HYPATIAN.

THE TEACHER'S PROFESSION.

In the latter part of the following, which we copy from the Annals of Education, is a graphic account of the process now going on in Pennsylvania. Our law, instead of lifting up the business of teaching to the respectability of a learned profession, is absolutely sinking it to the state of the laborer by the month. We are not prepared to dictate what law can or may do to lift up the Profession; but every person must know, that heretofore, schools have generally been engaged by the quarter at least—now by the month. Private schools hold out inducements still for good teaching, but the incitement of respect and profit is diminishing fast, as to public schools.

Strictures on the New School Laws of Ohio and Michigan; with some general observations on the systems of other States. By O. S. Leavitt, Cincinnati, 1839.

This is the work of a disappointed candidate for the office of the Superintendent of Schools in Michigan, and is of course rather warlike in its character, and not always courteous. How far his statements may be affected by his position, we do not know.—Doubtless those systems are not perfect.

We quote some passages, in which the author speaks of the means of forming a teachers' profession, which subject deserves to be considered.

Teachers will be respected and paid, by the people, when a profession of Education is created, recognized and protected by law.—For then young men of education and talents, and members of the other professions will come in and prove themselves worthy of honor and substantial reward.

"How can this be done? I answer, by putting it exactly on the foundation of other professions. Make it an independent, self-governing profession—subject to the wholesome restraint of some general law. We can trust lawyers and doctors to examine their own candidates and manage their own

concerns in their own way, provided they do not interfere with the rights of others.—Experience shows that a profession in our country will elevate its character and the qualifications of its own members, without any foreign aid, if protected by law. Now why not trust our teachers? Have not qualified teachers as much learning, and patriotism, and wisdom as physicians and lawyers? If they have not, they *should have*, and can soon have by enjoying the ordinary legal recognition and protection granted to other professions.

How shall this be commenced? This course is simple, plain and feasible. Some persons must be first named by the Legislature, or some other authority, designated by law, of unquestionable talent and learning, who are in the practice of this profession—say three to each county—who form the teacher's profession. They meet monthly or quarterly to examine candidates for admission, discuss education questions, and transact any business that they may deem necessary, for advancing the interests of their cause. They are lawfully constituted to take care of the interests of education and they will do it, certainly as well as those have done, who have never made the science of education their study. Their own interests will require it, and the advancement of the cause will lie near their hearts. On the new arena thus afforded, they are to gain not only respectability but fame. By our laws we have shown them that they are worth respecting and trusting; men of the right stamp will hasten to their ranks, as well as from the other three, now overflowing, professions, as from our colleges, and other seminaries of learning."

It may be asked here, 'How do the laws make teaching disreputable?' I will illustrate.

Suppose we abolish the present plan of the Medical profession, have a certain number engaged in each township, each to practice in his own district. Being so very important to have good physicians for all the people, and that the poor can be furnished gratis with "doctoring" (as sickness will come and it is not their fault,) the State take the matter in hand and provide a fund and authorise a further tax to pay these physicians. Now, as it is very important the people are not imposed upon by quacks —have three persons appointed either by the people or the 'court,' to examine these physicians every year; and to prevent dangerous combinations whereby plans might be laid for "striking for higher wages," or some other measure to advance their own interest at the expense of the liberties of the people, have the laws so framed that they must be discharged every year, and make new engagements where they may, and also fix their wages so that they cannot receive more than a certain price. With a fixed maximum of wages; and examinations by

blacksmiths, lawyers, and laborers; with their annual discharge from employment; their subjection to men of other avocations and without the privilege of determining the qualifications of their own members, nor being trusted with arranging their own concerns and the peculiar interests of their own cause, I say, with all these restrictions, would the practice of the medical profession, under the law, be anything but debasing, disreputable? Common sense answers —no! Could men of talents be induced to devote their time and money to fit for a profession like this when justice and humanity would require absolute celibacy, to practice it with any success? If then the practice of physic under these circumstances would be disreputable, the business of teaching is now and must be debasing under the existing laws. Teachers are now situated even worse than physicians would be under the supposed law. Private schools are encouraged, taught by persons beyond the control of law, and who are supposed to be so well qualified as not to require even an examination. They are frequently situated permanently, and their endowments depend upon the reputation they have as teachers; and, professionally speaking, the success of their practice. These, however, do not constitute a profession; and the best are thus engaged, and the others being under the domination of 'Tom, Dick, and Harry,' are placed in a rather unenviable situation.—*Pennsylvania "Educator."*

A SUPPLICATION TO THE PEOPLE OF THE UNITED STATES.

About SIXTY THOUSAND SLAVES, owned by the PEOPLE OF THE UNITED STATES, make the following *supplication* to their masters, not for *emancipation*, but for the *amelioration* of the condition of certain individuals of their race.

Most sovereign, rightful, and excellent Masters,—We are the ENGLISH LANGUAGE,—your lawful and perpetual bond-servants, whose names and origin, characters and duties are so faithfully exhibited, in Noah Webster's great dictionary. By far the largest part of us have received nothing but the kindest usage from our owners, from time immemorial. Some thousands of us, indeed, were it possible, might die of having nothing to do but sleep, shut up in the dormitory of the dictionary, or in the composition of some most learned, or most silly book, which the mass of the people never open. But of this we do not complain.—Nor do we account it much an evil, that certain Yankees make us weary, with the monstrously long drawl with which they articulate us into use. Nor do we cry out against the painful clipping, cutting-up, and shattering-to-pieces, given us by the African race;—for we serve them as faithfully as we do their white fellow-mortals,—holding that, as it regards all the relations of human

beings to us, all men “are born free and equal.”

But now we humbly pray that you will hear what we do complain of. We complain that certain of our brethren are exceedingly abused, and made wretched, by some thousands, and perhaps millions, of our owners. Their piteous groans have shocked our ears,—their unredressed sufferings have pained our sympathizing hearts, for many years. We can endure no longer;—we *must* speak. Your ancient servants come, then, supplicating you to take measures for the relief of the sufferings of the individuals of our number, whose names and particular subjects of complaint shall now be enumerated,—proceeding in alphabetical order.

Arithmetic,—that accurate calculator, indispensable to this mighty and money-making nation, grievously complains that he is obliged to work for thousands without the use of A-head, and deprived of one of his two i's. Here is a picture of his mutilated form,—Rethmetic.

Attacked,—an important character, that figures so gloriously in military despatches, and is so necessary in medical reports,—is forced, by many, to the use of t, more than his constitution will admit. He cannot perform his necessary business, you know, without the use of t, twice during every job,—but to have it forced into him three times, causes a change in his constitution and appearance, which he cannot comfortably bear. See how Attacked is altered by more t than he wants,—AttackTed.

There is another poor fellow, who has a similar affliction,—*Across*. He is forced to the use of t, when his constitution cannot bear it at all. See what a spectacle a little t makes of him,—*Acrost*.

That most excellent friend and profitable servant of the Working-men's party,—*Earn*, complains that those whom he serves the best, deprive him of what little e's his laborious condition demands. See what *Earn* is brought to by such hard treatment—*Airn*.

That necessary attendant on every messenger,—*Errand*, is in the same state of suffering, from the same cause. *Errand* is made *Arrant*, which is “notorious, infamous, and ill,” (and of course “not to be endured,”) as you will perceive by looking in the dictionary.

Andiron—avers that he is willing to bear any burden that will not break his back, and stand any fire that will not melt him down, or burn the house up,—but he cannot stand it with any comfort or patience, to be breathed upon by that sneaking whisperer, h,—in this manner,—*Handiron*.

After—is willing to linger behind everybody else in his business;—but it is a miserable fate to be deprived of so large a portion of his small energy in this way,—*Arter*.

“Go arter the cows, Tom,”—says Ma'am Milkmoolly. “I move that we adjourn to

arternoon,”—says Squire Goodman, in the Legislature.

Hear, also, how that entirely different character, and bold goer-ahead, growls as he passes on,—*Before*. ‘I will go forward and do my duty as long as any part of me is left sound; but my well-being is dreadfully affected by a great many people whom I serve,—as you cannot but perceive,’—*Afore*.

Bellous,—that excellent household servant,—says he has often had his nose stopped up by ashes, and has wheezed with the asthma for months, but all these afflictions are nothing to usage like this,—Belluses.

Bachelor—is exceedingly sensitive about what is said of him in the presence of ladies. He is shockingly mortified at being called *Batchelder*. To be sure, he is a batch-*elder* than he ought to be, regarding the comfort of maidens and the good of his country; but he is an odd fellow, and wants his own way. He is almost tempted to destroy himself by taking that deadly poison to his nature,—a wife,—in order to be relieved from his mortification.

Boil—is at the hot duty of keeping the pot going, and sometimes it is hard work,—however, he complains not of this;—but poor *Boil* has had the jaundice, and all other liver complaints, for years, and is blubbering like a baby—all in consequence of this, viz: about nine-tenths of the cooks in America, and two-thirds of the eaters, call him *Bile*.

Cellar—is the lowest character in the house, and takes more wine and cider than any other,—and is the greatest *sauce-box* in the world. Yet, with all the propriety of the parlor, and a sobriety, as if not a drop of intoxicating liquor was in him, and with a civility, remarkable in one usually so *sauce-y*,—he now implores you to remember that he is a *Cellar*, and not a *Suller*.

Chimney.—Here is a character who ten thousand times would have taken fire at an affront, were it not for the danger of burning up the houses and goods of his abusers,—faithful servant and tender-hearted creature that he is! He is content to do the hottest, hardest, and dirtiest work in the world. You may put as much green wood upon his back as you please, and make him breathe nothing but smoke, and swallow nothing but soot, and stand over steam, till pots and kettles boil no more,—all these are ease, pleasantness, and peace to abuse like this,—*Chimly*.

Dictionary—rages with all the rough epithets in gentlemanly or vulgar use; and then he melts into the most tender and heart-moving words of entreaty, and, in fact, tries all the various powers of the English language, (for, wonderful scholar! he has it all at his tongue's end.) Still further, mighty lexicographic champions, such as Dr. Webster, Sheridan, Walker, Perry, Jones, Fulton, and Knight, and Jameson, besides nu-

merous other inferior defenders,—even hosts of spelling-book makers, have all exerted their utmost in vain, to save him from the ignominy—*Dicksonary*. *Dictionary* is one of the proudest characters in our mighty nation, in respect to his birth and ancestry; but, used as he is, nobody would dream what his father's name is. Be it known, then, that *Dictionary* is the son of *Diction*, who is the lineal descendant of that most renowned, and most eloquent Roman orator, *Dico*.

End—is uttering the most dolorous groans. There are certain individuals who are always killing him without putting him to an *End*. See what a torture he is put to—*Eend*—*Eend*.

Further,—that friend of the progress and improvements of this ahead-going age, stops by the way to ask relief. He is ready to further all the innumerable plans for the benefit of man, except when he is *brought back* in this way—*Furder*. Then he is so completely nullified, that he can further the march of mind and matter no more.

General,—that renowned and glorifying character, whose fame has resounded through the world, is dishonored and made gloryless by many a brave man as well as chicken-heart. He has now intrenched himself in this position viz: that he will no longer magnify many little militia-folks into mightiness, unless they forbear to call him—*Genral*. It is not only a degradation, but it is an offence to his associations. *Gin*—*Gin-eral*!! *Wine-er-al*, and much more, *Water-al*, would be more glory-giving in these un-treating, or, rather, re-treating times of temperance.

Gave,—that generous benefactor,—that magnanimous philanthropist, is almost provoked. He declares that he has a good mind, for once, to demand back his donations from the temper-trying miscallers. I gave a thousand dollars, this very day, towards the completion of Bunker-Hill Monument. But don't say of me—he *gin*. I never *gin* a cent in my life.

Get,—that enterprising and active character, who, generally, in this country, helps *Give* and *Gave* to the whole wherewithal of their beneficence, and gains, for old *Keep*, all his hoarded treasures, and is a staunch friend of all the temperate and industrious of the Working-men's party,—*Get* stops to complain, that some of those he serves the best, call him—*Git*. And he is very reluctant to get along about his business, till some measures are taken to prevent the abuse. *Get* is now waiting. Ye workies of all professions; what say ye? Will you still, with a merciless, *i*, make him *Git*?

Gum—is always on the *jaw*, that he is so often called *Goomb*, in spite of his teeth.

Gown,—that very ladylike personage, is sighing away at the deplorable *de-formity* that *de-spoils her beauty in the extreme*, as is *de-veloped in the following de-tail*, *Gawn-d*.

Oh! ye lords of language! if ye have any gallantry, come to the deliverance of the amiable *gown*, that she may shake off this D-pendant.

Handkerchief,—your personal attendant, is also distressed in the *extreme*. She is kept by many from her *chief-end* in the following cruel manner—*Handker-cher*.

January,—that old Roman, is storming away in the most bitter wrath; shaking about his snowy locks, and tearing away at his icy beard, like a madman. “Blast 'em,” roars his Majesty of Midwinter, “don't they know any better than to call me *Jinuary*?” They say, “it is a terrible cold *Jinuary*,”—then, “it is the *Jinuary* thaw.” Oh! ye powers of the air! help me to freeze and to melt them by turns, every day, for a month, until they shall feel the difference between the vowel *a*, and the vowel *i*. My name is *January*—not *Janvary*—nor *Jenwary*.

Kettle,—that faithful kitchen-servant, is boiling with rage. He is willing to be hung in trammels, and be obliged to get his living by hook and by crook, and be hauled over the coals every day, and take even pot-luck for his fare,—and, indeed to be called black by the pot;—all this he does not care a snap for—but to be called *Kittle*—*KITTLE*! “Were it not for the stiffness of my limbs, I would soon take a leg-bail,” says the fiery hot *Kettle*.

Little—allows that he is a very inferior character, but avers that he is not *least* in the great nation of words. He cannot be *more*, and he will not be *less*. Prompted by a considerable self-respect, he informs us that he is degraded to an unwarrantable diminutiveness by being called—*Leele*. “A *leetle* too much,” says one. “A *leetle* too far,” says another. “A mighty *leetle* thing,” cries a third. Please to call respectable adjectives by their right names, is the polite request of your humble servant—*Little*.

Lie,—that verb of so quiet a disposition by nature to complain that his repose is exceedingly disturbed in the following manner. Almost the whole American nation, learned as well as unlearned, have the inveterate habit of saying—*Lay*, when they mean, and might say—*Lie*. “*Lay* down, and *lay* abed, and let it *lay*,” is truly a national sin against the laws of grammar.—*Lie* modestly inquires, whether even the college-learned characters would not be benefited by a few days' attendance in a good Common School. *Lie* is rather inclined to indolence, and has a very strong propensity to sleep;—but he would not be kept in perpetual dormancy for the lack of use. Please to employ me on all proper occasions, gentlemen and ladies;—here I *Lie*.

Liberty,—is an all-glorious word—the pride and boast of our country. He has been the orator's Bucephalus,—his very war-horse, with neck “clothed with thunder.” Oh! how the noble creature is degraded! He is made by many a boasting

republican, in this land of the free, to pace in this pitiful manner—*Liberty*—*LIBETY*!! Ye sons and daughters of the Revolutionists, if you really aim at your country's glory, and the world's best good,—give the *r* the heavy tramp of a battle-host. Not *Liberty*—but *LIBERTY*.

Mrs.,—that respectable abbreviation, is exceedingly grieved at the indignity she suffers. The good ladies, whom she represents, are let down from the matronly dignity, to which she would hold them, to the un-married degradation of *Miss*;—and this in the United States, where matrimony is so universally honored and sought after. She desires it to be universally published,—that *Miss* belongs only to ladies who have never been blessed with husbands;—and that *Mrs.* is the legitimate, and never-to-be-omitted title of those who have been raised to superior dignity by *Hy-men*—(high-men.) *N. B. Mistress*, for which *Mrs.* stands in writing, is generally contracted in speaking to, or of, ladies, by leaving out the letters *T* and *R*, in this manner,—*Miss'es*. Oh! ye “bone and muscle of the country!”—how can ye refuse to comply with so gentle and lady-like a request? We pray you that from the moment the sacred knot is tied, “until death shall part,” you will say—*Miss'es*. (Oh! how honored your own name to have such a title prefixed!) ‘*Miss'es* So-or-so, in what manner can I best contribute to your real and permanent happiness?’ That 's a good husband.

Oil,—you all know, has a disposition, smooth to a proverb;—but he is, to say the least, in great danger of losing his fine, easy temper, by being treated in the altogether improper manner that you here behold—*Ile! Ile!* Poor *Oil* has been for centuries crying out O! O! O!! as loudly and roughly as his melodious but sonorous voice will permit; but they will not hear—they still call him *Ile*.

Potatoes,—(those most indispensable servants to all dinner-eating Americans, and the benevolent furnishers of “*daily bread*,” and indeed the whole living to Pat-land's poor,)—*Potatoes*—are weeping with all their *eyes*, at the agony to which they are put by thousands. They are most unfeelingly mangled, top and toe, in this manner, —*Taters*. Notwithstanding their *extremities*, in the most *mealy*-mouthed manner they exclaim,—*Po! Po!* gentlemen and ladies! pray spare us a head, and you may bruise our *toes* in welcome. Still, you must confess that *Potaters* is not so sound and wholesome as *Potatoes*.

Mass. Com. School Journal.

Never punish a girl for being a romp, but thank heaven, who has given her health and spirit to be one. 'Tis better than a distorted spine or hectic cheek. Little girls ought to be romps.

From the Cincinnati Daily Gazette.

COMMON SCHOOLS.

MR. HAMMOND:—I wish through your paper to express my views, in relation to the above named institutions. Formerly, I was strongly prejudiced against the Common Schools of this city, believing that they never could be useful in diffusing that knowledge to the rising generation, which the friends of the system advocated. But the improvement in the order and discipline, together, with the rapid proficiency in the various branches of education, has during the last two years (for I have been an attentive observer, since the erection of the houses) entirely changed my opinion, as to their practicability. The branches, Reading, Geography, Arithmetic, Writing, History and English Grammar. I hesitate not to say are taught as thoroughly in these schools, as in any of the *private* ones in this, or any other city in the United States.—The discipline in these schools require the pupils to be prompt in their lessons for recitations, and they are made to understand the first principles before they are allowed to proceed further; a very important feature in a school. At the examinations of many of the schools this year, I was surprised to see with what promptness some of the pupils (not more than twelve years old) solved questions in Interest, Proportion, Vulgar Fractions, &c. In most of the schools (if not all) the branches above named are taught principally on the black board, where hours are daily spent in illustrations, which as I believe, is the best practical method of teaching. In some of our *high schools* (as they are called) Natural Philosophy and Chemistry are attended to before the first principles of Arithmetic are sufficiently taught, or the studying of French, before they can scarcely correct a common sentence in English, or even tell how many vowel sounds there are in their own language; this to me looks like nonsense.

Other branches besides those already mentioned, have been introduced within the last year, viz: Ancient Geography, Ancient History, Natural Philosophy, Geometry and Algebra; and in some, the most forward pupils are required to produce a written composition on some subject named by the teacher, once in two weeks—a more important exercise for every individual in life, can scarcely be named.

I rejoice to see the Common Schools of this city in so prosperous a condition, and if we wish to perpetuate and give stability to our institutions, which serve to ameliorate the condition of the human race, if we wish to guard against the encroachments of all we hold dear, the *Common Schools* must be planted in every village and hamlet, and sustained throughout our great and growing Republic.

A CITIZEN.

From the Cincinnati Daily Gazette.
COMMON SCHOOLS IN THE STATE OF OHIO.

We urge that the Common Schools should be made *good*, and when they are good enough for the wealthy they are good enough for the poor; each have equal interests at stake and should be provided for on equal terms.

SAMUEL LEWIS.

The heart of every good citizen must rejoice to hear such a sentiment from a public officer, (the Superintendent of schools in the State of Ohio.) Any state in the Union, for freedom, will hail the name of *that* man who was the first amongst his fellow laborers to come out publicly, and proclaimed equality in education as the foundation stone of true democracy or republicanism. But what will do our feeble praise? Let us hear the man himself. Again, he says:

"If there is one principle that is more than any other identified with democracy, republicanism and liberty, it is that of universal education. Without this the very name of liberty will become the stalking horse on which demagogues, anarchists and usurpers will ride into power, and prostrate every thing that is valuable to society."

HEAR HIM.

COMPOSITION

Is one of those things too little attended to in our schools. In the first place, there seems to be a wonderful antipathy on the part of many, especially the young, to this most useful and desirable accomplishment; and in the second, when it is attended to, there is generally a radical defect in the manner in which it is taught, and especially at some of our most valuable schools.—There is nothing, indeed, which more conduces to fluency of composition, *than a systematic course of reading*. But however useful this may be, the habit of *systematic thinking*, is none the less so; our country has been accused oftentimes of having no literature of *its own*, and it is perhaps often the case, that our efforts at composition, have been founded too much upon the knowledge acquired through books. It has been said that our country can boast of little *originality* in thought—*this is not true*; but we might now, and *will have more*. It is the necessary consequence of having lived in a new country, almost wholly unsubdued by cultivation, that there has been little time to devote to *close thinking* and reflection.—Under other circumstances, our country is peculiarly adapted to produce *originality of thought*. In the works of nature, exhibited here on a broader scale than in any other part of the known world, in the magnificence of its mountain scenery; in the majesty of its internal seas and rivers, in its new form of animal life; in a new race of men; in its origin and progress; in its government, institutions and laws; and its peo-

ple; all these furnish a field original, grand and lofty, for the future historians of our land. We are not, it is true, equal in philology and criticism to the Germans, nor in classical and scientific learning to the English. We have not their manuscripts, nor their libraries; but we still have the means of a literature, higher in value and wider in its benefits. We need not look to other lands for the production of thought. Indispensably useful as reading is, and highly as we proclaim its inestimable value, our efforts at composition should not be based upon the ideas of others. "We have looked to Europe," say the gifted editors of the Lady's Book, "for the productions of the mind, as well as for the fabrics of the looms; and England has been the workshop of the United States, in an intellectual and moral, as well as a physical sense." We do hope for better days. The spring time of our country's intellect is opening. We trust that the productions of American genius will not always be constrained to take a voyage across the Atlantic, in order to be endorsed by British taste, and commended by British reviews, before they can find currency in the land of their nativity."

SAYINGS AND DOINGS.

Words, said the Athenian orator, if not accompanied by actions, must appear vain and contemptible. Of the truth of this remark, the conduct of his countrymen towards Philip of Macedon, furnishes a striking illustration. Convinced of the ambitious designs which Philip was forming against the liberties of Greece, the Athenians, day after day met in assembly, listened to the declamations of their orators, and passed decrees for raising armaments adequate to the emergency. Their decrees, however, were merely waste paper, the forces never were raised, or raised too late and in inadequate numbers, and after an ineffectual struggle terminating in the battle of Cheronea, Philip succeeded in rendering himself master of Greece.

The remark of the Athenian orator is strikingly applicable to the present state of the Educational cause among ourselves. The necessity of popular education to the well being of free governments, has been again and again demonstrated. From Maine to Florida, from the Atlantic to the Banks of the Missouri no voice has been raised, except to echo back the popular sentiment. If eloquent speeches and strong resolutions or even Legislative enactments could educate a people the work must have been achieved. When however we enquire what has been done to train the teacher or to secure for him an adequate remuneration for his labors; when we enquire how long the schools are kept open during the year, what branches are taught and what are the qualifications of those actually engaged in the work of teaching—the mortifying evi-

viction is forced on us, that after all, the work is yet to begin. In some parts of the Union, indeed, speaking has given place to action. Massachusetts has set a noble example. New York is following vigorously out the plans which she has adopted. Connecticut is awakening from her long slumber. Ohio is pressing on with the energy of youthful vigor. Nor is our own Pennsylvania insensible to what is passing around her. In the amount of her pecuniary contributions to the cause, she equals if not excels most of the other States. What we want is union among the Educational corps—combined effort for the attainment of common ends—above all, the concentration of our efforts for supplying the great defect of our system, the want of thoroughly qualified teachers. The mode in which this is done is comparatively a matter of little importance. We have our own opinions on this point, which we have advocated to the best of our ability. What we desire, however, is to see measures taken to realize any feasible plan. While we are disputing how the defect is to be supplied, the whole common school system is endangered by its continuance. As is the teacher so is the school, and if the system is to be judged by this test either the public mind must retrograde or the system must fall. Meanwhile the youth of the Commonwealth are growing up to manhood, receiving such instructions only as the Common Schools afford. While the question has been debating, the period of attendance on school has to many of them passed away. To those improvement comes too late. What a motive to exertion, to immediate action!

From the Mother's Magazine.

THE FATHER.

"He should be the presiding genius at the domestic board, and let his influence be felt through all the channels in which it can be made to flow there, in the formation of the character of the household, and especially of the younger members of it. And yet how often do many of our most affectionate, intelligent, and even pious fathers, fail in doing their duty in this respect!

"How often has the faithful wife to conceal her disappointment, and sometimes repress her tears, while, after toiling to render the *only hours of the day* that bring her husband and the little ones whom they love together—the occasion of happy domestic enjoyment, of mutual improvement, and of a father's instructions and discipline, she finds him full of a restless impatience to have the meal ready even before the appointed time; hurrying through it himself in silence, or if speaking, using only the necessary household words, with an occasional suggestion to others to make that despatch, of which he sets so striking an example?

"The children, too, have been made ready by maternal care; neat in their appear-

ance, and smiling in their looks, to greet, on his return, one whom they reverence and love, and to gain, if possible, a few minutes of his attention. But business presses—letters must be written—customers must be secured—bargains must be made—money must be saved or accumulated—and the wife and children are neglected. Had not the father better be the poorer at the end of the year, by some hundreds or thousands, than thus to sacrifice to mammon the dearest interests of the little flock which God has entrusted to his care? He knows not what he loses, till he makes a fair trial of doing his duty in this particular—how much of positive enjoyment, daily, of the purest and most exquisite kind; how much of the affectionate attachment of his wife and children; how much of one of the most favorable seasons of all his intercourse with them, for elevating his own character in true politeness, in benevolent feeling, and in intellectual and moral culture."

FEMALE EDUCATION.

The cause of female education has not yet excited that general and thorough attention its importance demands. True, there are female seminaries in our land that do us honor, but how many are there, and what are they in comparison with institutions established for the instruction of males? and amidst all the suggestions and improvements that take place across the Atlantic and at home, how many have reference to female education? We have yet to learn that the education of this sex is not of equal importance at *least*, with that of the other. Whatever results may flow from the right or wrong cultivation of the powers of man, the sphere in which woman is called by her creator to move, is one which, at all times and under all circumstances presents the widest field for personal influence and example either to sow the seeds of moral and intellectual greatness, or to plant deeply and firmly the germs of human misery and degradation.

Who can calculate the amount of evil which one single female of ignorant character and degraded intellect produces upon the community? Who is ignorant of the direful results, which flow from the neglect of right instruction in the season of childhood? How often has a dying voice from the gallows proclaimed such neglect on the part of a mother, the cause of an untimely and fearful fate! And on the other hand, who can tell the amount of good, which one intelligent, virtuous, and educated female may exert upon society? Is she a mother? and are not the characters of her children to take their intellectual and moral complexion for life, from her own? Who was it laid the foundation of that character which distinguished the *Father of his Country*? Many great and pious men have there been, and are there in our day, who have

borne witness that they owe their greatness to the early care and instruction of mothers? Is she a wife? and can she not by the possession of intellectual attainments, be enabled to guide her husband through a thousand difficulties, and guard him from a thousand corrupt influences? Have no instances been recorded to prove the value of a wife's attainment in knowledge? Is she a sister? and by the power of her conversation, can she exert no salutary influence over the mind of a brother? Has she no power to control his sympathies, his taste, his feelings, and is it not possible for her, in the plenitude of her tender affection, to guard him from evil influences, while she irresistably leads him to the contemplation of noble objects and pursuits?

View her in short, in what station you will, woman is found always to have a controlling influence. Her character has a marked bearing throughout the whole machinery of society, and the history of past ages proves, that as her condition has been elevated or depressed, as she has been ignorant or learned, licentious or pure, so has risen or fallen the character of the times, the institutions, the manners and the morals of the community.

KNOWLEDGE BOXES vs. CANDLE BOXES.

Not long since, the school committee of a certain New England city, discovered that one of the masters they employed, spent as many hours, each day, in making candle-boxes, as he spent in school;—or, as he might possibly have stated the case, he spent six hours a day on his own wood, and six hours on theirs. This being discovered, the committee summoned the master before them for solemn admonition. After being arraigned, and hearing his indictment, and being expected to plead guilty and promise amendment, he replied to the following effect: "Gentlemen, it is an old saying, that like begets like. The smallness of your hearts begets the smallness of my salary, and the leanness of your souls begets the leanness of my bones. If I spent all my time in attempting to fill the knowledge boxes of your children, without making candle boxes for myself, my soul would not have the means of keeping its earthly box together six months longer.

Mass. Com. Sc. Journal.

"Villany that is vigilant, will be an overmatch for virtue, if she slumber on her post; and hence it is that a bad cause has often triumphed over a good one; for the partisans of the former, knowing that their cause will do nothing for them, have done every thing for their cause; whereas the friends of the latter, are too apt to expect every thing for their cause, and to do nothing for it themselves."

THE BEST SCHOOL BOOK.

The following letter from Mr. Greenleaf, Professor of languages in the University of Cambridge, Mass., was read at the last anniversary of the American Bible Society.—The sentiments are worthy of a wide circulation, and will have great influence.

CAMBRIDGE, May 4, 1839.

Rev. and Dear Sir,——I can hardly express the regret I feel at being again deprived of the privilege of attending the ensuing anniversary of our beloved Society; but the necessary absence of my colleague in the Law department of our University, renders it unavoidable. I particularly wished to have urged on the Society the importance of new effort to introduce the Bible into *all* our common schools, throughout the land. Having myself been early acquainted with such a school, where the Bible was the principal reading book, I have seen something of its influence on boys, up to their riper years; and the observations of subsequent life have deepened the conviction in my mind, that if our institutions are to be perpetuated, it will be only through a wide and general diffusion of the principles inculcated in the word of God. The Bible is the only faithful picture of real life—the only true history of man—the only unvarnished narrative of his sins, and of the just retributions of his holy Sovereign. It is the only historical book which gives a true account of the human family in all its relations, and its motive of conduct. Man falsifies his own history—God has written it with the pen of truth. Its fidelity is evinced in the fact that it has never become obsolete. The man delineated in the Bible, is the man of every age of the world, from the creation to our own days, and will be such to the end of time. And if it is important to man to learn the moral nature of his race, and to learn it early, let him be taught it in his youth, among the rudiments of his education, from the fountain of all truth—the Bible.

It has been well observed, by one of our most gifted men, that to seek to make children become good citizens, without the aid, and sanction, and light of religion, is to cultivate the branches and neglect the root:—They can be made such, only by the early inculcation of the radical principle of all good citizenship, the fear of God, and the habit of filial obedience to his commands.—It is a gross inconsistency, to “leave them to decide for themselves at maturity,” in this important matter, while, with better reason, we decide for them, during the immaturity of their judgment, in all things else. Man is a confiding being, constituted by his Creator, to believe implicitly, during the entire period of his inability to judge for himself. In infancy he takes every thing upon trust; and of this condition of his mind we avail ourselves in every part of his education. The system of education itself is based upon it, and is conducted upon this

principle, changed, by degrees; only as the disposition to universal and implicit confidence gradually diminishes, and is succeeded by the powers of ripened intellect. If the mind is not subdued and enslaved by the inculcation of mathematical truth, which, in childhood is as much received upon trust as any other; neither will it be by the inculcation of the truths of religion and good morals. Indeed the mind cannot be kept free from all impression upon this subject. The education of children is far from being confined to school, or even to the fireside. All with whom the child is permitted to associate, contribute their share to the formation of his moral character—but it is only in the school, or under the paternal roof, that the hostile influences of the world can be successfully met and counteracted. We cannot begin too early, to teach our children the truths of the Christian religion, nor pursue it too long. There is, in the Bible, enough that the weakest can comprehend, and enough for the grapplings of the strongest mind.

The present state of Europe and America furnishes another and strong argument for increased effort in the religious and moral education of children. Public opinion, in both countries, is in a state of revolution, and great changes are in progress. There is not only a struggle between despotism and liberty, but another controversy is going on, between the liberty of good government and extreme licentiousness; and yet another between the cause of Christ and the enemies of his cross and his religion. From these causes, deriving, as they do, great force from the tide of European emigration to our shores, the character of our population is unstable, and deep and important changes are almost daily proposed, in our institutions. The conservative energy on which these must depend for safety, will be mainly in the virtue of our immediate successors; and this is to be created and preserved only by their religious education. They may be trained in the love of God and his law; and to this end his law must be early set before them, day by day, in the common schools. If we would have them imbibe correct principles, we must lead them daily to the fountain of all truth. Our country is a Christian country. The Christian religion is acknowledged, more or less directly, as that of the people, in the laws and usages of every State in the Union. Our religion, as Protestants, is that of “the Bible, the whole Bible, and nothing but the Bible.” If we would have good rulers, we must have good electors; for our rulers receive their public character at the ballot boxes, and represent, in official conduct, the principles and character of their constituents. This character will be determined by the influence impressed in youth, and perhaps no influences bear more strongly upon youth than those of the books they read. It is easy, on this ground, to account for the opposition of the enemies

of religion to the use of the Bible as a school book; and this opposition of a sagacious enemy should lead us the more strenuously to urge its adoption in all the common schools of the country.

It is no new experiment that I would urge; for it has been already tried, with the most beneficial results. The fathers of our revolution were trained in common schools, with the Bible for their principal, and generally their sole reading book. We confess our own degeneracy from the high standard of those pure patriots; but wherein has our education differed from theirs, except that we have discarded the Bible from our common schools. In other nations the like results are seen. In Iceland, for example, though they have no common schools, their children are carefully instructed in the Bible, it being almost their only book; and among no people are its precepts more familiarly referred to, or more conscientiously regarded.

I may add, that the possession of a common faith, and an engagement in united and common effort for its propagation, by means of the Bible, may prove to be among the most efficacious of means for the prevention of war. The great body of Christians thus engaged, at this time, in this great work, cannot be without influence in their respective nations. Children who have been taught God's word from the Bibles of strangers, will not easily be induced, in maturer age, to make war upon their benefactors. When Sweden was compelled by Napoleon to declare war against England, and a form of prayer for the success of their arms was sent to the several churches, the Dalecarlians refused to read it, saying it was a *mistake*; for the English, who had sent them bread in their famine, and *Bibles* too, could not be their enemies!

But I must stop somewhere, and the only apology I can offer for writing thus much is, that I write from a full heart, and to a fellow Christian. If my absence from the anniversary should leave the cause with one advocate the less, pray present these views to some fellow laborer, and ask him, in his own way, to advocate them, if approved.

I remain, Dear Sir,

Affectionately yours,

SIMON GREENLEAF.

Rev. J. C. Brigham.

NEW EDITION.

MASON'S YOUNG MINSTREL.

Our readers will recollect that this is a valuable Juvenile Singing Book published a short time since.

It has already passed through several editions. The share of public favor which has been extended to it has induced the publishers to issue a new edition, improved by the addition of twenty or more choice pieces, which must prove acceptable to those engaged in instructing the young in this delightful art.

ECLECTIC SCHOOL BOOKS

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RAY'S ECLECTIC ARITHMETIC,
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RAY'S RULES AND TABLES,
MISS BEECHER'S MORAL INSTRUCTOR,
MANSFIELD'S POLITICAL GRAMMAR,
SMITH'S PRODUCTIVE GRAMMAR,
MASON'S YOUNG MINSTREL, a new Juvenile Music Book.

M'GUFFEY'S ECLECTIC READERS.

PITTSBURGH, Nov. 27, 1837.
To the Publishers of the Eclectic Series of School Books.
Gentlemen:—We have examined copies of the "Eclectic Series of School Books," and take pleasure in giving our testimony to their superior worth. During the period in which we have been engaged in the cause of education, a great variety of School Books have come under our observation; but we have never met with any works which so entirely meet our views as those comprised in the "Eclectic Series."

It would be impossible to point out all the merits, without entering too much into detail. The

author seems to have well understood the nature and laws of mind, and has excelled in imparting clear and well-defined ideas to the mind of his pupils. The easy, lively and familiar style in which the subjects are presented, excites and fixes the attention. The proper gradation is observed in the selection and arrangement of the lessons—keeping pace with the ability on the part of the little learners to overcome new difficulties. A sad deficiency in this respect is the characteristic of most of the Juvenile Books now in use in our schools. The skilful mixture of didactic and narrative pieces throughout, cannot fail to improve, especially when accompanied by the remarks of an intelligent teacher. The Rules for correct, easy, and agreeable reading prefixed to the lessons throughout the third and fourth Readers, and the Exercises in Spelling following the lessons in the three first readers, are well adapted to make thorough scholars.

Finally—the fine moral effect the whole series is designed to produce. This should be ranked among their most prominent merits. An education is not completed until there is united with the thorough discipline of the mind, a corresponding culture of the heart and affections. The Eclectic Series unite in much greater perfection, this *intellectual* and *moral* education of the pupils, than any other series with which we are acquainted, and is thus admirably adapted to make good children, as well as good scholars.

J. H. SMITH,

Principal of North Ward Public School.

WM. L. AVERY,

Principal of the 5th Ward Public School.

ISAAC WHITTIER,

Principal of the East Ward Public School.

WM. EICHBAUM,

President of 1st Ward Board of Directors, Pittsburgh.

THOMAS F. DALE,

HENRY P. SCHWARTZ,

School Director, Alleghany Borough.

LOUISVILLE, Ky., April 23, 1838.

To the publishers of the Eclectic Series of School Books

Gentlemen—it is some months since the appearance of the "Eclectic School Books" in this city and we are happy to say, that they receive the hearty approbation of both teachers and parents, and excite a deep interest in the minds of the scholars. These books have been arranged by practical and efficient teachers. President McGuffey, the principal one, is the most popular and useful lecturer on the subject of education that has ever honored our city. His singular and happy talent of illustrating whatever he undertakes, in a manner so clear and forcible as to carry conviction to every rational mind, has enabled him to adapt his books to the heart, the feelings, and the reason of those for whom they are intended.

The "Eclectic Arithmetic" by Dr. Ray, is decidedly a popular work, receiving the approbation of intelligent and practical teachers, and is well calculated to receive a wide and extensive circulation. Indeed the character of the individuals engaged in the preparation of this series, is a sufficient guarantee of their great value. Should any one, however, doubt the merit of these books, he has only to examine them to have his doubts removed.

We should, therefore, be pleased to see these valuable books introduced into all our schools; and we will cheerfully use every laudable effort to accomplish this object, by which a greater uniformity of Books may be used throughout our city, and thus obviate the great perplexity and increased expense incident to future changes.

JAMES BROWN,

Professor in Louisville Collegiate Institute.

O. L. LEONARD, Principal of Inductive Seminary.

JOSEPH TOY, Principal of City School, No. 5.

L. W. ROGERS, Principal Fem. Dep. Center School.

E. HYDE, Principal Teacher City School, No. 7.

LYDIA R. RODGERS, Prin. Tea. Lou. City S. No. 6.

LOUISVILLE, April 24, 1838.

I consider it a misfortune that there is so great a variety of school books—they all have many excellencies, but are deficient in proper arrangement and adaptation. I have no hesitancy in giving my most unqualified preference to the Eclectic Series, by Presi-

dent McGuffey and others, and shall introduce them into all the city schools as far as my influence extends. SAM'L DICKINSON, Superintendent of Public Schools for the City of Louisville

RAY'S ECLECTIC ARITHMETICS.

The unprecedented popularity of Ray's Arithmetical course, prepared expressly for the Eclectic Series, induces the belief that they are the best works of the kind extant, and that they ought to be introduced into every school and academy in the country. See the following commendations from successful Teachers:

From Mr. Carpenter, of the 7th District School, Cincinnati.

I have used "Ray's Arithmetic" since its first appearance; and though I have met with many good treatises on this subject, in different parts of the United States, where I have taught for the last twenty years, yet I give this a decided preference over any other that I have examined or used.

April 3, 1839. J. CARPENTER.

From Mr. Sullivan, of the 9th District School, Cincinnati.

I have used "Ray's Arithmetics," in teaching, for about a year, and have been pleased with the effectual assistance they render in instruction. I think they are worthy to compete successfully, with the best systems of Arithmetic I have seen.

March 1, 1839. S. S. SULLIVAN.

From Mr. Telford, of Cincinnati College.

I have had occasion in the course of my instruction in the Preparatory Department of our Institution, to use "Ray's Eclectic Arithmetic;" and I take pleasure in commanding it as a clear, simple, methodical, and complete Text Book.

CHARLES L. TELFORD.

Cincinnati College, March 29, 1839.

From Mr. Boggs, of the Springdale School.

After having used almost all the popular modern Arithmetics, I unhesitatingly pronounce Ray's decidedly the best I have ever seen.

April 6, 1839.

From Mr. Manning, of the Owen Academy.

I am using "Ray's Arithmetics" in my school, and can truly say, that although there are many excellent arithmetical works now in use; yet Ray's contain excellencies not found in the others. Their progressive arrangement and their adaptation to the capacities of learners, must, I think, render them very acceptable books to the friends of Education.

I have also used "McGuffey's Eclectic Readers" ever since they were first published, and consider them the best Reading Books extant.

S. N. MANNING.

From Mr. W. Collis, Teacher of Arithmetic in the Madisonville school.

Having been engaged in teaching (both in Europe and America,) for a number of years past, I have had ample opportunity of examining most of the Arithmetics in publication, as well in Europe as in this country: but of them I can confidently state that I have not seen one possessing equal merit with "RAY'S ECLECTIC ARITHMETIC," both as regards perspicuity and adaptation to the capacities of children. With such views I cheerfully recommend it to the patronage of the public.

May 23d.

WM. COLLIS.

MANSFIELD'S POLITICAL GRAMMAR.

NEW EDITION.

A POLITICAL GRAMMAR OF THE UNITED STATES; or a Complete View of the Theory and Practice of the General and State Governments, with the relations between them. Dedicated and adapted to the young men of the United States. By EDWARD D. MANSFIELD, Professor of Constitutional Law in Cincinnati College.—New Edition, containing Parliamentary Rules for the Government of Public Assemblies, arranged on the basis of Jefferson's Manual—also containing an Appendix of questions for review, adapting it to the use of Schools and Academies in the United States. Prepared for the Eclectic School Series.

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